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Carmena	Wilson-Page	Oliver Ditson Co.
Land-Sighting	Grieg	G. Schirmer
Land of Hope and Glory	Elgar	Boosey & Co.
Remember Now Thy Creator	Gerrish	Wm. H. Gerrish, Boston
Still With Thee	Gerrish	Wm. H. Gerrish, Boston

A Helpful School Music Symposium.

The forty-second annual meeting of the Music Teachers' National Association held in Chicago, December 29, 30, and 31, attracted about 150 school music supervisors because of the large amount of attention devoted to their subject. Two of the five sessions were in charge of the standing committee on public school music with Osbourne McConathy as chairman. At one session papers were presented by our President, John W. Beattie, on The Music Supervisors' National Conference in which he pointed out why ours is the most important and influential association of music in this country; by the chairman of our Educational Council, Will Earhart, on this unique body of special workers and investigators; by our last year's president, Hollis Dann, who in speaking on the Duties and Responsibilities of the State toward Music in the Schools, stressed the need of legislation regarding courses and teachers' qualifications and outlined the scope of his new position as state director of music for Pennsylvania; by our Treasurer, Karl W. Gehrkens, on the Supervisor of the Future, in which he pointed out the great growth of the movement for four year training courses; and by the chairman of our executive committee, Charles H. Farnsworth who presented a scholarly discussion of How Music Educates. At another session four other prominent members of our Conference, C. H. Miller, E. B. Birge, P. W. Dykema, and T. P. Giddings, presented papers bearing respectively on music in the grade schools, music in the high schools, the relation of school and community music, and instrumental music in the schools. At the session Dr. Rust Rhees, president of the University of Rochester, N. Y., told of the splendid plant and broad plans in process of completion at the Eastman School of Music which is a part of that university.

All of these papers together with other valuable contributions more or less closely related to school music problems will be printed in the M. T. N. A. volume of proceedings. The treasurer of our conference, Karl W. Gehrkens, Oberlin, Ohio, is Editor of the M. T. N. A. Proceedings of both organizations may be purchased from him.

THE PROFESSION OF TEACHING

The following taken from an attractive illustrated eight page leaflet, published by the Board of Education of the City of New York, is worthy the widest possible circulation. It is a forceful statement of the advantages of the teaching profession. It should be in the hands of every young man or woman choosing a vocation.

Why Should I Teach?

Teach because teaching is service. More and more the best people are coming to see that the only soul-satisfying reward in life is to extend help to others—to serve.

Teach because teaching is moral and mental growth. No other calling gives the same chances for self-development in culture and fine living.

Teach because the teacher more than all others molds the social world in which she must live, making of her boys and girls of today her fellow-citizens of tomorrow.

Teach because the most interesting thing in life is to watch growth, and of all growth the most inspiring is the development of mind and character under the magic of the teacher's sympathy.

Teach because teaching is a dedication of all that is best in you to all that is best in those about you—to fathers and mothers whose fondest hope is in their children, to the little child who trusts the world of grown-ups to guide him toward the light.

Teach because as a patriot you owe it to your country and as a human being you owe it to humanity.

Self-Respect Through Elevation of Occupation

Educational opportunity is a fundamental principle in American life. Teaching is therefore an occupation vital to the country's welfare, and, for that reason, elevating as a career. *Self-respect* accompanies anything we do that is worth while.

Public Appreciation

Public appreciation is accorded all teachers, and very generously accorded some teachers. Personal worth counts for more in teaching than in many other professions.

Freedom from Worry

Teaching is not usually a seasonal occupation. Employment is at least annual, and, more and more, protected by civil service regulations assuring tenure of office. *Freedom from worry* is an important asset in life and especially so when it extends throughout one's career and when it will continue after retirement through pension provisions.

TEACHERS' SALARIES MUST DOUBLE

School Budgets in American cities should be twice as large as before the war, according to an analysis of public school statistics given out by the Russell Sage Foundation. The report maintains that teachers' salaries should now be double the pre-war figures in order to obtain the same quality of educational service. The cost of school buildings is declared to have trebled in the last five years.

These findings are made public in a volume, entitled "Trends of School Costs." The author is Dr. W. Randolph Burgess, assistant director of the department of education of the Russell Sage Foundation.

During the five years since 1915 the salaries of teachers have increased on the average of 45 per cent, as compared with a 100 per cent increase in the wages of laborers. A comparison of teachers' salaries and the cost of the necessities of life each year for the past eighty years makes it clear that in the past two years the purchasing power of the teachers' salary has been less than any other time since the civil war. The report maintains that the only way to retain efficient teachers in service and at the same time attract able men and women to teaching is to bring salaries to a level corresponding to the level of the wages in other occupations, and the level of the cost of living. This is taken to mean bringing salaries to a point just double the pre-war figures.

Can You Make the Application?

Editor's Note—Read this bulletin sent out by the U. S. Dept. of Education for kindergartners. Consider their methods of pushing work. How far do they apply to pushing music?—P. W. D.

SUGGESTIONS TO KINDERGARTEN TEACHERS

1. That every kindergartner become a member of an association of kindergartners. If no such organization exists in your community, form a club of persons who care about children; unite your efforts with those of other kindergarten clubs in the State, and thus organize a State association. A club of 5, 10, or 15 people is of far greater value in a neighborhood than the same number of people working individually.

2. That kindergartners do all in their power to secure in their respective States legislation favorable to kindergarten extension.